


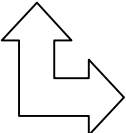
MYP Unit Planner

"A world-class community of proud and outstanding achievers."

Unit title	Transportation Technologies (IDU between Design Technology & Science)
Teacher(s)	Loyd M. Wallace
Subject and grade level	Grade 8 - Technology
Time frame and duration	10 weeks

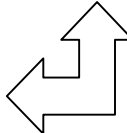
Stage 1: Integrate significant concept, area of interaction and unit question

<p style="text-align: center;">Area of interaction focus</p> <p style="text-align: center;">Which area of interaction will be our focus? Why have we chosen this?</p>		<p style="text-align: center;">Significant concept(s)</p> <p style="text-align: center;">What are the big ideas? What do we want our students to retain for years into the future?</p>
<p style="text-align: center;">ATL</p> <p><u>COMMUNICATION</u>: use of technology to improve learning, productivity, and performance</p> <p><u>INFORMATION LITERACY</u>: ability to find, evaluate and synthesize information</p> <p style="text-align: center;">HUMAN INGENUITY</p> <p><u>AWARENESS and UNDERSTANDING</u>: The students will have awareness about all processes involved during the design, creation, development and change of their project. Specifically, the individual desires to create, develop, or change things.</p> <p><u>REFLECT</u>: They will be reflecting on how subjects have "Ways of Thinking"</p> <p><u>ACTION</u>: Individually or as a group students will think creatively to design a piece of work by applying concepts learned in class.</p>		<p>I want my students to remember that:</p> <ul style="list-style-type: none"> Innovation involves creativity. Creativity impacts creation



MYP unit question

How far can we go?



"A world-class community of proud and outstanding achievers."

Assessment

What task(s) will allow students the opportunity to respond to the unit question?

What will constitute acceptable evidence of understanding? How will students show what they have understood?

SUMMATIVE:

- Task 1 - Detailed records of your design process (Criterion B)
- Task 2 – Written report for the Logical steps/Scientific Procedure (Criterion C)
- Task 3 – Process Journal Entries & Projects (Criterion D)
- Task 4 – Reflection & Evaluation (Criterion E)
- Task 5 – Teacher's observation (Criterion F)

FORMATIVE:

1.Tasks preparing students to do the summative task/s

- Task 1 – Ppt presentation on Rocketry
- Task 2 – Use of NASA Simulator (design testing)
- Task 3 – Discussion on Rocket Designs (Last year's projects)
- Task 4 – Process Journal Entries on individual contribution/group collaboration

2. Tasks related to the ATL development

- Task 1 – Apply the presentation guidelines
- Task 2 – Use the design stage checklists

Resources

What resources are available to us?

How will our classroom environment, local environment and/or the community be used to facilitate students' experiences during the unit?

- "Water Rocketry." *Space Flight Systems Directorate / Glenn Research Center*. Web. 24 Jan. 2012. <<http://exploration.grc.nasa.gov/education/rocket/BottleRocket/journey.htm>>.
- TRD Associates LLC. "Frequently Asked Questions." *Water-rockets Science for Hobbyist, Students, and Teachers of All Ages*. N.p., 11 Dec. 2009. Web. 04 Nov. 2012. <<http://www.water-rockets.com/article.pl?3>>.
- "Water Rocketry - About Bottle Rockets." *Space Flight Systems Directorate / Glenn Research Center*. Web. 24 Jan. 2012. <<http://exploration.grc.nasa.gov/education/rocket/BottleRocket/about.htm>>.
- <http://quest.arc.nasa.gov/mars/teachers/tg/program1/Act1.1.html>
- <http://quest.nasa.gov/mars/teachers/tg/program1/Act1.1Aws.html>
- <http://quest.arc.nasa.gov/mars/teachers/tg/program1/Act1.1Bws.html>
- <https://techno-binussimprug.wikispaces.com/GRADE+8>